



Information for Educators

What is the Alternate ACCESS for ELLs™?

The Alternate ACCESS for ELLs is an English language proficiency (ELP) assessment. It's administered in the four language domains of listening, reading, speaking, and writing for students in grades 1-12 identified as English language learners (ELLs) who have significant cognitive disabilities.



Who is administered the Alternate ACCESS for ELLs™?

Federal law requires schools to identify all students who may be English language learners. ELLs have a right to receive English language support services. Students identified as ELLs are required to be assessed annually for their English language Proficiency (ELP). This includes students who receive special education services. Only students recognized under the Individuals with Disabilities Education Act (IDEA; 2004) as having a significant cognitive disability and who therefore are expected to participate in the Wisconsin Alternate Assessment are eligible to take the Alternate ACCESS for ELLs™ in place of the ACCESS for ELLs®.

Alternate Model Performance Indicators

The Alternate ACCESS for ELLs™ is based on Alternate Model Performance Indicators (AMPIs), which provide expectations of what students should be able to process and produce in English at a given Alternate English language proficiency (ELP) level.

	Alternate ACCESS Level A1 Initiating	Alternate ACCESS Level A2 Exploring	Alternate ACCESS Level A3 Engaging	ACCESS Level 1 Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
AMPI (MPI)	Student observes as teacher reads animal names from labeled pictures.	Match identical labeled pictures or photographs of living organisms.	Match identical pictures of living organisms according to the stages.	Identify living organisms from labeled pictures.	Sort living organisms according to categories (e.g., "fish", "birds", "insects", "mammals", "reptiles", "amphibians", "plants", "fungi", "protists").	Transfer information on living organisms from one format to another (e.g., from a picture to a chart or graph).	Compare living organisms according to their attributes using illustrated graphs or charts and text.	Interpret graphs or charts related to living organisms and their attributes using explicit grade level text.
Reading	Teacher points to labeled pictures and reads the animal names. Student appears to watch and listen attentively.	Teacher displays two identical pictures of a living organism with a label and asks, "Which picture shows the same organism?" Student matches the two identical living organisms (e.g., gorilla, whale, etc.).	Teacher shows student labeled pictures of a puppy, an adult dog and a cat and asks, "Which picture shows the same animal as a baby and an adult?" Student chooses the puppy and the adult dog.	Teacher presents student with a labeled diagram of the food chain. Student is presented with a labeled picture of an animal (e.g., eagle) and asked to match it with the same animal in the food chain. (Note: the pictures of the two eagles should not be identical).	Teacher gives student pictures of animals labeled with phrases that describe attributes (e.g., "fish have wings", "birds have legs", "snails have legs", "snails have wings", "snails have legs", "snails have wings", "snails have legs"). Student sorts the labeled pictures into a two-column chart with descriptive headings (e.g., "have wings", "have legs").	Teacher presents student with pictures of birds labeled with 2 sentences (e.g., "birds have wings", "birds have legs"). Using this info, student then selects one of two charts that correctly represents the information (reading for each chart is "Birds", "First column lists wings, birds. Second column lists legs, birds").	Student is presented with a "chart" that lists attributes of two different animals. Then student is presented with a list of the attributes and asked to indicate which attributes are common to both animals.	Student is presented with a "chart". On one side of the chart, pictures of insects are grouped together. On the other side of the chart, pictures of arachnids are grouped together. Student reads a few sentences describing a group and then identifies which group it is.
AMPI (MPI)	Color pictures of science-related objects.	Draw pictures of science-related objects.	Trace or rewrite labels of science-related objects.	Note difference or change in science-related objects (e.g., from a caterpillar to a butterfly, using words or phrases).	Identify change according to stages of processes or objects (e.g., from a caterpillar to a butterfly, using words or phrases).	Describe change in processes or objects.	Compare/contrast change in objects or processes.	Explain the process of change in objects using connected sentences.

The Alternate ACCESS for ELLs™ measures social and instructional language along with the academic content language of Mathematics, Science, and English Language Arts. This assessment allows students to demonstrate their English language proficiency growth along the World-Class Instructional Design and Assessment (WIDA) Alternate English language development (ELD) standards continuum.

WIDA Alternate ELD Standards



Tests are divided into grade-level clusters:

- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

State Superintendent of Public Instruction Tony Evers, Department of Public Instruction

125 S. Webster Street • P.O. Box 7841, Madison, WI 53707-7841 • (800) 441-4563

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How are the test results used?

The test results, psychometrically derived, allow special education and English as Second Language teachers to work jointly alongside a student's family to support the student's English language development and instructional needs. Test results may also be used for monitoring and accountability purposes.

What type of scores will be provided?

Districts receive a series of reports including teaching and parent reports. Alternate ACCESS for ELLs™ assesses the language domains of Listening, Reading, Speaking, and Writing. All sections of the test are locally scored by the test administrator.

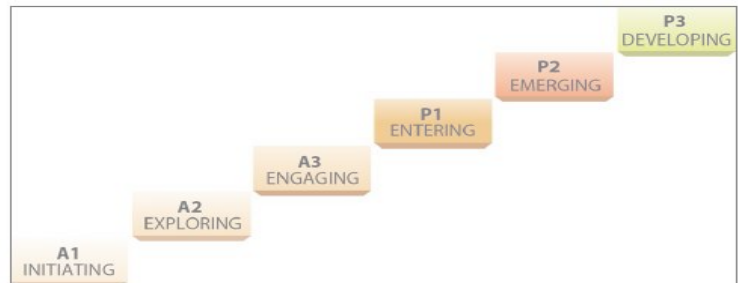
Test results are reported in the Parent/Guardian and Teacher Reports and include:

Scale scores

- Scale scores allow raw scores across grades to be compared on a single vertical scale from Grades 1-12.
- The range of possible scale scores for the Alternate ACCESS for ELLs™ is 900-960.
- Scale scores can be used to monitor a student's growth over time within (not across) a language domain.

Proficiency Level (PL) scores

- They are an interpretation of the scale scores.
- They describe student performance according to the six Alternate language proficiency levels (A1-Initiating, A2-Exploring, A3-Engaging, P1-Entering, P2-Emerging, and P3-Developing).

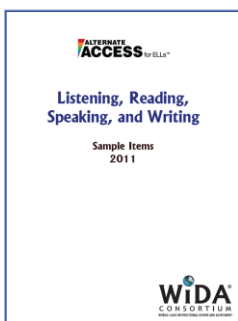


Raw Scores

The teacher reports also include raw scores which provide information on the number of items that students answer correctly, allowing teachers to recognize students' language use in relation to academic content and classroom achievement.

More information about interpreting score reports can be found at:

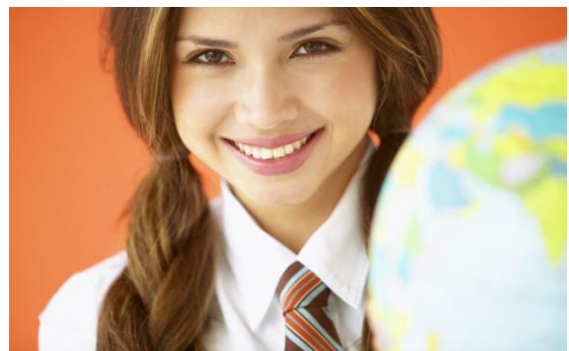
<http://wida.us/DownloadDocs/assessment/AlternateACCESS/2014AlternateACCESSIG.pdf>.



Where can I find sample test questions?

There is a Sample Item publication, available at <http://www.wida.us/get.aspx?id=487>.

Within this document, one sample item is provided for each domain (Listening, Speaking, Reading, and Writing) in the grade level cluster in order to show how test items are formatted in each section.



More Information

More information about the Alternate ACCESS for ELLs™ can be found at <http://www.wida.us/assessment/alternateaccess.aspx>.